

EDITH L FRIERSON ELEMENTARY

6133 Maybank Highway
Wadmalaw Island, South Carolina 29487

GRADES PK-6 Elementary School

ENROLLMENT 121 Students

PRINCIPAL Dr. Sheryl J. Johnson 843-559-1182

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	6	30	41	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

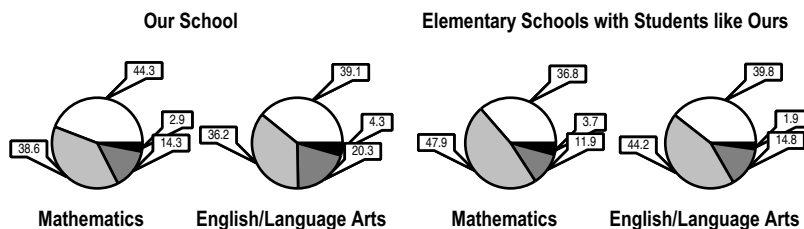
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	15	10	10
Percent satisfied with learning environment	100.0%	90.0%	100.0%
Percent satisfied with social and physical environment	100.0%	I/S	100.0%
Percent satisfied with home-school relations	86.7%	I/S	100.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	78	96.2	39.1	36.2	20.3	4.3	24.6	17.6
Gender								
Male	40	100.0	50.0	35.3	11.8	2.9	14.7	17.6
Female	38	92.1	28.6	37.1	28.6	5.7	34.3	17.6
Racial/Ethnic Group								
White	1	N/A	N/A	N/A	N/A	N/A	N/A	17.6
African-American	76	97.4	38.8	35.8	20.9	4.5	25.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	54	98.1	30.8	40.4	23.1	5.8	28.8	17.6
Disabled	24	91.7	64.7	23.5	11.8	N/A	11.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	78	96.2	38.2	36.8	20.6	4.4	25.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	78	96.2	39.1	36.2	20.3	4.3	24.6	17.6
Socio-Economic Status								
Subsidized meals	76	96.1	40.3	35.8	20.9	3.0	23.9	17.6
Full-pay meals	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	78	98.7	44.3	38.6	14.3	2.9	17.1	15.5
Gender								
Male	40	100.0	47.1	41.2	5.9	5.9	11.8	15.5
Female	38	97.4	41.7	36.1	22.2	N/A	22.2	15.5
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	76	98.7	44.8	37.3	14.9	3.0	17.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	54	98.1	38.5	38.5	19.2	3.8	23.1	15.5
Disabled	24	100.0	61.1	38.9	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	78	98.7	44.9	37.7	14.5	2.9	17.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	78	98.7	44.3	38.6	14.3	2.9	17.1	15.5
Socio-Economic Status								
Subsidized meals	76	98.7	44.1	39.7	13.2	2.9	16.2	15.5
Full-pay meals	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	28	N/A	25.0	41.7	33.3	N/A	33.3
	Grade 4	22	N/A	45.5	50.0	4.5	N/A	4.5
	Grade 5	18	N/A	25.0	68.8	6.3	N/A	6.3
	Grade 6	11	N/A	50.0	50.0	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	15	93.3	N/A	9.1	63.6	27.3	90.9
	Grade 4	28	96.4	41.7	41.7	16.7	N/A	16.7
	Grade 5	24	95.8	52.2	43.5	4.3	N/A	4.3
	Grade 6	11	100.0	45.5	36.4	18.2	N/A	18.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	28	N/A	29.2	54.2	8.3	8.3	16.7
	Grade 4	22	N/A	72.7	18.2	9.1	N/A	9.1
	Grade 5	18	N/A	43.8	50.0	6.3	N/A	6.3
	Grade 6	11	N/A	60.0	30.0	10.0	N/A	10.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	15	100.0	N/A	36.4	54.5	9.1	63.6
	Grade 4	28	96.4	37.5	50.0	12.5	N/A	12.5
	Grade 5	24	100.0	70.8	29.2	N/A	N/A	N/A
	Grade 6	11	100.0	45.5	36.4	9.1	9.1	18.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 121)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.4%	2.4%
Attendance rate	97.0%	Down from 97.3%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	2.6%	Up from 1.2%	4.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.7%	Up from 13.0%	8.2%	8.0%
Older than usual for grade	18.2%	Up from 1.3%	3.1%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 14)				
Teachers with advanced degrees	71.4%	Up from 60.0%	46.5%	50.0%
Continuing contract teachers	85.7%	Up from 66.7%	77.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.9%	Up from 85.1%	79.3%	86.2%
Teacher attendance rate	97.5%	Up from 93.1%	95.3%	95.3%
Average teacher salary	\$44,650	Up 4.8%	\$37,847	\$39,909
Prof. development days/teacher	10.9 days	Up from 10.8 days	13.5 days	11.4 days

School				
Principal's years at school	14.0	Up from 12.0	3.0	4.0
Student-teacher ratio	12.7 to 1	Down from 14.5 to 1	17.1 to 1	18.9 to 1
Prime instructional time	93.3%	Up from 90.2%	88.8%	89.7%
Dollars spent per pupil*	\$8,391	Up 33.2%	\$6,854	\$5,892
Percent spent on teacher salaries*	62.2%	Down from 63.1%	63.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 90.6%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As we continue to embrace the concept that "It takes a whole village to raise a child", we continue to practice this concept. We utilize our parents and community members to help us educate our children. In preparing to serve our children much analyzing of our performance of the past year was done. In working to satisfy our insatiable need to excel, we made what we believe to be significant changes. In keeping with our focus, we added to our reading and math programs. We supplemented our reading program with more Direct Instruction. We raised the bar for children in mathematics instruction. We included all children by creating a thirst for science. Our teachers extended themselves for more training to help reach and teach more.

Our teacher and staff members worked together to plan for the success of all children. They can more often be found discussing alternative strategies to help students succeed. They can also be found planning ways for parents to help their children. We thank them for their concern, dedication, and willingness to help children succeed. We are grateful to our parents who support us by coming in for conferences, working with their children, and supporting school activities. Our volunteers help make our job easier and help children understand that you can't stop giving and helping others. They also help our children to see their individual talents. We appreciate them, love them, and thank them for their untiring help. Each community can boast of something that is uniquely theirs and ours is the support and help we continue to receive from our Faith Community. Our Faith Community helps to instill values and build character as well as reward our students for success. We say to them, thank you.

Our main goal will continue to be to help all of our children become lifelong learners and productive citizens of our community.

Sheryl Johnson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.